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AUTHOR Williamson, Ann Pollard
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ABSTRACT

Affective teaching is particularly important at the secondary level when the student is facing the problems of adolescence (physical change, sex, social development, identity, values, and alienation). One of the most commonly accepted strategies at the secondary level is that of improving self-concept through the study of literature. Since an important aspect of the modern youth culture is their music, another affective strategies would be the use of music in the classroom. One of the most popular uses of music in the classroom is the examination of lyrics of modern songs, many of which are intriguing enough to stimulate serious thought and discussion of what the song writer is trying to communicate. Language experience is a viable method of improving the reading skills of secondary students. Drama and skits are effective strategies for improving students' self-concept. Some teachers may want to have their students write a play, cast it, and build the sets to produce it for other classes. Several projective techniques can also be used to help students begin to examine themselves and their relationships with others. (WR)

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Ann Pollard Williamson
College of Education
North Texas State University
Denton, Texas 76203

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AFFECTIVE STRATEGIES AT THE SECONDARY LEVEL

Educators as well as mental health professionals are becoming increasingly aware of the important role of the public schools in providing a suitable setting for the development of a positive self-concept and self-esteem among students. This awareness is based on three premises: (a) the school is the one institution which reaches all children and adolescents (b) the student years appear to be the best time for intervention, and (c) the teacher is the best agent through whom to operate such a program. (11, 481)

During the sixties, many educators began to view teachers as technologists who distributed programmed instruction booklets, kept the computer consoles in working order, and tuned in to the correct educational television channel. By the beginning of the seventies, however, the role of the teacher was being redefined as that of facilitator of student affective and cognitive development rather than merely transmitters of knowledge.

The 1970 yearbook of the Association for the Supervisors of Curriculum Development (ASCD) expressed in essence that the commitment to the seventies is "to nurture humaneness" or to develop humane individuals. Innovations such as open classroom, team teaching, competency based instruction,

and improved media, as promising as they may be, cannot substitute for those qualities in a teacher that make learning possible. (6)

What are teacher qualities which have been indicated in the literature as being superior in the affective domain? Combs (2) listed these as traits characteristic of good teachers in the affective area:

1. Helping rather than dominating
2. Understanding rather than condemning
3. Accepting rather than rejecting
4. Valuing integrity rather than violating integrity
5. Being positive rather than negative
6. Being open rather than closed to experience
7. Being tolerant of ambiguity rather than intolerant

Taba and Elkins (12, 265) described the kind of teachers that are needed: "students need to see that the teacher cares, that she is a human being who is interested in them personally . . . finds ways to make a student feel good about himself . . . and helps students through some crises."

Teachers who view themselves as a part of a therapeutic process will act differently from those who see themselves strictly as content specialists. Of all the school forces, the teacher undoubtedly has the strongest influence over the developing and emerging student. The evidence from research beginning with Pygmalian and con-

tinuing through subsequent studies is clear that teacher expectations can encourage the student to achieve or cause him to fail. Seventy percent of the school day is spent in teacher-pupil interaction. This continual interaction, both overt and subtle, is the means used to transmit some clear value-laden messages. (7, 413)

Few students see methods and materials as decisive educational factors, and fewer adults recollect great texts, but nearly everyone remembers some great teacher in this school career.

It would appear that most teacher training institutions are doing an adequate job of teaching secondary teachers cognitive strategies in their specialized areas. Fewer are dealing with affective strategies. Affective strategies are those which attempt to make the student understand himself, feel better about himself, and in turn, respond positively to the curriculum. Affective teaching is particularly important at the secondary level when the student is facing the problems of adolescence -- physical change, sex, social development, identity, values, and alienation.

Affective Strategies through Literature

One of the most commonly accepted affective strategies at the secondary level is that of improving self-concept through the use of literature, commonly referred to as bibliotherapy.

The teacher must be aware of the problems existant in his particular classroom and provide books which will enable him to help his students work through their problems. Students in a racially torn community may profit from the group reading and discussion of the popular novel available in paperback form, Bryan's Song. This novel deals with the intimate friendship of a black and a white athlete. Discussion might include questions such as "What joys were encountered in this friendship? What risks were encountered? What risks were due to the fact that the two were of different races? What risks are involved in any friendship, whether racially mixed or not? What hardships did the main characters face then that would not be a problem in today's society?"

Emotional development can be enhanced through the reading and discussion of books such as: (7)

Subject	Suggested Book	Author
Love	"Don't You Wish You Were Dead"	L. Woiwode
Jealousy	"All Summer in a Day"	Ray Bradbury
Fear	"The Dog"	Carol Reilley
Courage	"A Day's Wait"	E. Hemingway
Compassion	"Winter Night"	Kay Boyle
Anger	"The White Circle"	John Clayton
Shame	"A Tree Grows in Brooklyn"	Betty Smith
Concept of Self	"The Web and the Rock"	Thomas Wolfe

One teacher has reported a highly successful game used in connection with affective strategies through literature. She has described "Roadblocks" which was played by the class following a student-directed discussion of "Go Tell It On the Mountain" by James Baldwin. Students were asked to name obstacles which hindered the main character in his quest for self-fulfillment. They labeled positions in the floor of the classroom and marked them with chairs and other objects as roadblocks. As students in their reading encountered such roadblocks as parental pressure, white racism, guilt. etc., they labeled them and discussed them in relationship to their own lives. From the game as it was played on the floor from the novel, students were asked to draw roadblocks of their own lives, listing barriers to their own achievement.

Students may express their innermost thoughts through the reading of a particular book, assuming the role of the protagonist, and writing a diary entry. Extremely poignant diary entries have been written after students have read and discussed "The Blue Parakeets" by H. C. Branner from Two Minutes of Silence. Katrine is an emotionally disturbed child who is seriously handicapped in her ability to relate to other children and adults. Demands are placed upon her by her family and school personnel which she cannot possibly fulfill. Her one joy in life is her parakeets

which she eventually gives away. Even seemingly nonverbal students are able to become quite articulate when asked to write as in a diary entry how Katrine felt the day she gave away her parakeets.

Through Music

A most important aspect of the modern youth culture is their music. A listing of affective strategies would most certainly have to include use of music in the classroom. One of the most popular uses of music in the classroom is through examination of lyrics of modern songs. Many of them are intriguing enough to cause serious thought and discussion of what the song writer is trying to communicate. For predominately black groups or groups particularly interested in black culture, lyrics of songs such as James Brown's "I'm Black and I'm Proud," and Nina Simone's "To Be Young, Gifted, and Black" are useful. Many of John Denver's lyrics seriously deal with ecology and the beauty of nature, a subject which could be a useful discussion starter. Other lyrics enjoyed by youth are satires on current political situations. Many secondary students would be pleased to bring lyrics of their favorite song to school and explain its meaning to the class.

Many youth, although perhaps deficient in verbal skills, may be talented instrumental players. They can be challenged to write original lyrics and set them to music to be played

and sung for the class. This could be in lieu of the book report to which many of them are "turned off".

Through Language Experience

Language experience, usually associated with the elementary grades, is certainly a viable method of improving reading skills of secondary students. The idea, of course, is that what a student can think, he can say; what he can say, can be written; what can be written can be read. In this day of energy shortages, it is true that we may not be able to take students on long field trips to provide them with common experiences. But there are things and places on their very own campus which they may have missed. Plan an awareness walk about the campus, asking each student to find an object, examine it carefully, and be prepared to write a descriptive account of it when he returns to the classroom. Many students may enjoy something as simple as a walk through the parking lot to discover a car which will serve as the basis for his writing. After all, wouldn't a description of a Porsche be as valuable in improving communication skills as the proverbial "What I Done Last Summer" theme?

Writing assignments can become new and exciting experiences for youth when based on interpreting the colorful pop-posters which are so readily available and accepted by today's youth. Bring several into the classroom and post

them on the wall. Assign each student to select a poster, study its message through both the caption and the art work, and write their impressions of it. They may want to culminate the activity by sharing their impressions with each other, or if artistically and philosophically inclined, make their own pop-posters to be displayed in the room.

Through Drama

Drama and skits are effective strategies for improving self-concept at the secondary level. Some more daring teachers may want to begin at the beginning and actually have the class write the play, cast it, and build the sets to produce it for other classes. A project of this nature is described in a recent issue of Journal of Reading, "A Play! A Homemade Play!" (10) Others, less adventurous, may want to select plays and skits already written and have the class act them out. Students gain several benefits from drama such as cooperation with class members, overcoming inhibitions as they play certain roles, and learning to accept risks of performing before their peers. Many times they learn they have skills which before they had not thought to be in the realm of their abilities.

Openness in class discussion is achieved when students know that their contribution will at least be listened to and respected, if not agreed with. There are several effective

methods of achieving good class discussion. One particularly effective method is that of using case studies, especially when dealing in the realm of personal development. Begin by writing a situation about a young person which is either real or at least suggests realism in its problem and detail. Develop several questions to be used as a guide for class discussion. Students can often discuss problems of others and come up with satisfying solutions to problems which can in turn be related to their own personal problems. The value of role play is that students are objectively discussing problems of others rather than facing the embarrassment of displaying their own personal problems.

The technique of role play is closely related to the use of case studies. A situation is read or told to the group. Class members are asked to assume the identity of the person in the situation. One teacher reported reading a story of a gang initiation in a large city. In the situation the final act of the initiation was to walk a pole suspended between two buildings at the fortieth story level. After the reading of the situation, the question was posed, "What would you have done if you had been faced with this situation?"

Through Projective Techniques

Several projective techniques can be used to help students to begin to examine themselves and their relationships with others. For years, dating back beyond the World War II slogan "Kilroy was here," youth have been expressing their innermost

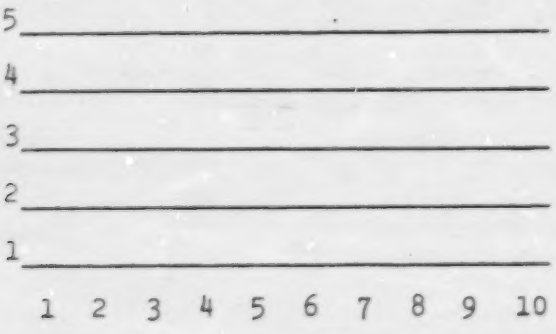
feelings on fences, walls, sides of buses and subways. This grafitti has been particularly revealing about the self-concept and self-esteem of the writers. Allow students to make their own grafitti board in the classroom by hanging a long sheet of butcher paper across one of the walls of the classroom. Have available different colors of felt-tip pens, crayons, or colored chalk. Allow the students to write messages for each other and for members of other classes. Teachers who have used this technique have reported that students usually set their own ground rules for eliminating obscenities. If not, the teacher will have to intervene and set the limitations. Even the most disabled readers will be able to make contributions to the grafitti board and read what others have written. The messages will be sad, funny, poignant, and sometimes even nonsensical, but they will be reflective of what students feel about themselves and others.

Another effective projective technique is the playing of the game "Who Am I?" Each student completes five sentences about himself, each beginning with "I am ...." The students guess from the messages the identity of the writer. In one class where this was done a student answered, "I am depressed, I am socially walled in, I am confused, I am struggling for identity, I am searching for strength to face reality." The students quickly guessed who had written the statements. One student explained, "I can just tell by what you say in class that you are really a sensitive person. You

seem to be trying to get yourself together as the paper say." (9, 310)

Other projective techniques include assigning each student to tear construction paper into a shape that is representative of his own uniqueness, and to explain orally to the class his representation. Recently when this was done, one student who rarely makes an oral contribution in class, tore his piece of construction paper into a track shoe, with the tiny cleats protruding from the bottom. When asked to explain, he told the class about his interest in the school track program, making them aware of a side of the student which the others rarely saw. From that time on, the class members and the teacher watched the school and local newspapers for news of Clayton's track successes.

One other projective technique is the use of a graph to help students plot strengths and weaknesses. Ask each student to make a graph with number 1-5 upward and 1-10 across from left to right.



As a class activity, ask students to let number 3 upward represent most of the students in the school. Level

5 is ideal, with level 1 being least desirable. As each question is read, have students plot where on the graph he would fall. All information should be kept confidential.

1. Where are you in ability to make friends?
2. Where are you in mathematical ability?
3. Where are you in musical ability?
4. Where are you in personal appearance?
5. Where are you in ability to make good grades?
6. Where are you in mechanical ability?
7. Where are you in ability to have a good time?
8. Where are you in classroom behavior?
9. Where are you in reading ability?
10. Where are you in athletic ability?

Direct students to join all the dots as in a line graph. Instruct the students to write one sentence for a conclusion. Ask them to share their conclusions with each other. Usually they will be somewhat alike representing the idea "I am good in some things, poor in others." Sharing will help them to see that this is generally true with all people.

To teach effectively and affectively, we must teach students to like themselves. Building self-concept and self-esteem and helping the student understand and accept his own strengths and limitations should be a major focus of every secondary teacher.

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